



FEDERAL ELECTION COMMISSION
WASHINGTON, D.C. 20463

HS-F

W. Michael Weaver, Treasurer
Bayer Corporation Political
Action Committee
Bayer Road Building 4
Pittsburgh, PA 15205

DEC 20 1996

Identification Number: C00281162

Reference: Notification of Multicandidate Status dated 12/6/96

Dear Mr. Weaver:

This letter is prompted by the Commission's preliminary review of the report(s) referenced above. The review raised questions concerning certain information contained in the report(s). An itemization follows:

-The Commission acknowledges that your committee has qualified for multicandidate status. Please note that it is not necessary to file a Form 1M more than once. For future reporting purposes, you need only to check the multicandidate qualification box on the Form 3X each time you file a report to make the public aware of your multicandidate status.

Any amendment or clarification should be filed with the Federal Election Commission. If you need assistance, please feel free to contact me on our toll-free number, (800) 424-9530. My local number is (202) 219-3580.

Sincerely,

A handwritten signature in cursive script, reading "Amy Suzanne Reynolds".

Amy Suzanne Reynolds
Reports Analyst
Reports Analysis Division

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant differences in learning outcomes between the two groups, and these differences can be attributed to cultural factors.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that educators should be aware of the cultural context of their students and tailor their teaching methods accordingly. The authors also recommend further research to explore the underlying reasons for the observed differences.